

DEPARTMENT OF EDUCATION
Montpelier, Vermont

TEAM: Standards and Assessment

ITEM: Will the State Board of Education approve the Commissioner's Required Actions for Schools in Year One Corrective Action:

1. Academy School, Brattleboro
2. Barre Town School
3. Bellows Falls Middle School
4. BFA Fairfax Elementary / Middle School
5. Camel's Hump Middle School, Richmond
6. Derby Elementary School
7. Duxbury/Waterbury Union Schools (Thatcher Brook Primary School and Crossett Brook Middle School)
8. Highgate Elementary School
9. Lyman Hunt Middle School, Burlington
10. Riverside Middle School, Springfield
11. Springfield High School
12. St. Albans Town Education Center
13. Swanton Schools
14. H. O. Wheeler School, Burlington
15. Williston Schools (Allen Brook School and Williston Central School)
16. Winooski High School

RECOMMENDED ACTION: That the State Board of Education approve the Commissioner's Required Actions for the Year One Corrective Action schools listed above.

STATUTORY AUTHORITY: 16 V.S.A. §165(b)

BACKGROUND INFORMATION:

For schools that have not made Adequate Yearly Progress (AYP) for four consecutive years, the Commissioner recommends to the State Board of Education either the continuation of technical assistance or one of the other consequences available under 16 V.S.A. §165(b). Schools at this level must choose and implement one action from a list of six actions listed in the No child left Behind Act (NCLBA).

COST IMPLICATIONS:

A school support coordinator is assigned to each school. Technical assistance is provided and additional funding, as available, is provided to schools in support of the Commissioner's Required Actions.

STAFF AVAILABLE:

Gail Taylor, Director of Standards and Assessment; Kathy Blanchard, Pat Johnson, Tina Muncy, and Lisa Lovelette, School Support Coordinators

DEPARTMENT OF EDUCATION
Montpelier, Vermont

Commissioner's Required Actions
Year 1 Corrective Action

REGARDING:

STATUTORY AUTHORITY:

T. 16 section 165:

(b) Every year...if the commissioner determines that a school is making insufficient progress in improving student performance in relation to the standards for student performance set forth in subdivision 164(9) of this title, he or she shall describe in writing actions a district must take in order to meet...standards and shall provide technical assistance to the school. If the school fails to meet the standards or make sufficient progress by the end of the next two year period, the commissioner shall recommend to the state board one or more of the following actions:

- (1) continue technical assistance.
- (2) adjust supervisory union boundaries or responsibilities of the superintendency.
- (3) assume administrative control only to the extent necessary to correct deficiencies, or
- (4) close the school and require that the school district pay tuition to another public school or an approved independent school pursuant to chapter 21 of this title.

(c) The state board, after offering the school board an opportunity for a hearing, shall either dismiss the commissioner's recommendation or order that one or more of the actions listed in subsection (b) or this section be taken. The action ordered by the state board shall be the least intrusive consistent with the need to provide students attending the school substantially equal educational opportunities. A school board aggrieved by an order of the state board may appeal the order in accordance with the Rules of Civil Procedure.

REQUIRED ACTIONS

Pursuant to this statutory mandate, described below are the actions that the school will take:

1) Corrective Actions

All schools must implement one of the following corrective actions:

- a) Appoint an outside expert to advise the school on its progress toward making adequate yearly progress based on its school plan.**
- b) Institute and fully implement new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically-based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress.**
- c) Extend the school year or the school day for the school.**
- d) Significantly decrease management authority at the school level.**
- e) Restructure internal organizational structure of the school.**
- f) Replace the school staff who are relevant to the failure to make adequately yearly progress.**

You must provide official written notification to your School Support Coordinator of your choice from the above list by October 1, 2009. Notification must be signed by your school board chair and superintendent.

2) Supplemental Educational Services

Title I schools must provide Supplemental Educational Services in accordance with Section 1116 of Title I.

3) Principal Learning Community

- a) The principal of the school will attend a Principal Learning Community (PLC) made up of other principals in the region on a monthly or bimonthly basis. These PLCs will provide a venue for principals to talk to each other about successful strategies and challenges related to improving student achievement, specifically:
 - Implementation of the Commissioner's Required Actions (data development, gathering and analysis, systems of support, etc.)
 - Addressing achievement gaps (Free and Reduced Lunch, Students with Disabilities) that caused AYP identification
 - Implementation of federal requirements such as Supplemental Educational Services

4) Aligned Curriculum

- a. Submit a written curriculum to your School Support Coordinator in reading and mathematics at all grade levels that is aligned to the *Grade Expectations*. Documents are due no later than June 30, 2010.

5) Progress Monitoring System

The school must develop a Progress Monitoring System in reading and math to provide information about student achievement to inform instruction, professional development, and educational support systems.

- a) The school will use multiple measures (such as common local assessments) to track student progress with a particular focus on the groups and content areas for which the school is identified.
- b) For schools identified for the Students with Disabilities subgroup, a separate progress monitoring chart indicating progress on IEP goals will be completed and submitted to your School Support Coordinator by February 15, and July 1, 2010.
- c) Grade level or department teams will collect and analyze the data from these measures at least at mid-marking period and at the end of each marking period. Your School Support Coordinator will meet with your leadership team in fall 2009 to discuss and help set up the framework for this system.
- d) As a result of the analysis of the data, grade level or department teams will take the following actions to address the issues presented in the data:
 - Identify and provide specific academic supports needed for all students who perform below expectations.
 - Refer all students who meet established criteria to the appropriate services and supports.

- Monitor student participation in those supports and their effects on student outcomes.
- Provide evidence of discussions, plans and/or specific steps taken to address needs related to instruction and professional development identified by the data.
- e) The principal will hold all grade level or department teams responsible for completing the actions listed above and provide reflective feedback.
- f) The Progress Monitoring System will continue to be developed as part of the Comprehensive Local Assessment System.

6) Local and State Reports

- a. Each grade level or department team will provide a written report and updated data charts to their principal who will submit them to the School Support Coordinator on February 15, 2010 and on July 1, 2010. **A summary report will be presented to the local school board prior to that submission.** Mid-year and end-of-year reports will contain updated data charts and a narrative with the following information:
 - 1. What common assessments do you use as a grade level or team to make ongoing instructional decisions?
 - 2. How often does your team review data from the assessments?
 - 3. What process does your team use to analyze the data?
 - 4. What actions did your team make as a result of the data analysis for students not meeting expectations?
 - 5. What supports are available for students at your grade level during the school day and after school?
 - 6. After reviewing student participation in all available supports, identify students not receiving consistent supports. Share why they did not receive support and what your team will do to ensure support in the future.
 - 7. What are the primary concerns related to student data in the areas of math and literacy? Identify your team's most pressing concern in math and most pressing concern in literacy. The concerns must be based on data and something over which your team has control.
 - 8. Considering the two areas of concern identified above, what are all the possible explanations regarding what your team is doing or not doing that might contribute to the concerns?
- b. Schools identified for the students with disabilities subgroup will submit mid-year and end-of-year reports which include data charts with criteria specified by your School Support Coordinator and a narrative with the following information:
 - A description of how frequently the data were reviewed and by whom
 - A description of the process the school used to analyze the data
 - The plans or actions taken as a result of the analysis to include steps related to instruction, professional development and student supports
 - What are the primary concerns related to student data? Identify your team's two most pressing concerns. The concerns must be based on data and something over which your team has control.
 - Considering the two areas of concern identified above, what are all the possible explanations regarding what your team is doing or not doing that might contribute to the concerns?

- c. Public reports must not include student names or any personally identifiable information. **Please delete student names from all reports sent to your School Support Coordinator.**

7) Meetings with Tech Centers

All identified high schools must participate in regularly scheduled coordination meetings with the administrators from other high schools and the tech center in their region. The high school will provide evidence/minutes of those meetings to the School Support Coordinator by January 1, 2010 and June 30, 2010.

The above actions meet the requirements of V.S.A. Title 16 section of 165 (b).

Signatures:

Commissioner

Date

I have read and understand the required actions listed above.

Superintendent

Date

Principal

Date

School Board Chair

Date

DEPARTMENT OF EDUCATION
Montpelier, Vermont

TEAM: Standards and Assessment

ITEM: Will the State Board of Education approve the Commissioner's Required Actions for Schools in Year Two Corrective Action:
Burlington High School
Otter Valley Union High School, Brandon
Molly Stark School, Bennington
Rutland Middle School

<p>RECOMMENDED ACTION: That the State Board of Education approve the Commissioner's Required Actions for the Year Two Corrective Action schools listed</p>

STATUTORY AUTHORITY: 16 V.S.A. §165(b)

BACKGROUND INFORMATION:

For schools that have not made Adequate Yearly Progress (AYP) for five consecutive years, the Commissioner recommends to the State Board of Education either the continuation of technical assistance or one of the other consequences available under 16 V.S.A. §165(b). Schools at this level are required to develop Restructuring Plans to be implemented during the 2010-11 school year.

COST IMPLICATIONS:

A school support coordinator is assigned to each school. Technical assistance is provided and additional funding, as available, is provided to schools in support of the Commissioner's Required Actions.

STAFF AVAILABLE:

Gail Taylor, Director of Standards and Assessment; Kathy Blanchard, Pat Johnson, Tina Muncy, and Lisa Lovelette, School Support Coordinators

DEPARTMENT OF EDUCATION
Montpelier, Vermont

Commissioner's Required Actions
Year 2 Corrective Action

REGARDING:

STATUTORY AUTHORITY:

T. 16 section 165

(b) Every year...if the commissioner determines that a school is making insufficient progress in improving student performance in relation to the standards for student performance set forth in subdivision 164(9) of this title, he or she shall describe in writing actions a district must take in order to meet...standards and shall provide technical assistance to the school. If the school fails to meet the standards or make sufficient progress by the end of the next two year period, the commissioner shall recommend to the state board one or more of the following actions:

- (1) continue technical assistance.
- (2) adjust supervisory union boundaries or responsibilities of the superintendency.
- (3) assume administrative control only to the extent necessary to correct deficiencies, or
- (4) close the school and require that the school district pay tuition to another public school or an approved independent school pursuant to chapter 21 of this title.

(c) The state board, after offering the school board an opportunity for a hearing, shall either dismiss the commissioner's recommendation or order that one or more of the actions listed in subsection (b) or this section be taken. The action ordered by the state board shall be the least intrusive consistent with the need to provide students attending the school substantially equal educational opportunities. A school board aggrieved by an order of the state board may appeal the order in accordance with the Rules of Civil Procedure.

REQUIRED ACTIONS

Pursuant to this statutory mandate, described below are the actions that the school will take:

1) Restructuring

The school will develop a Restructuring Plan which will take the place of the School Improvement/Action Plan and take all necessary steps to ensure full implementation of the plan in SY 2010-2011. This plan must result in significant changes in the school's structure and systems necessary to ensure that students in any group not making AYP have the necessary resources and supports to accelerate their achievement. The plan must also ensure necessary changes in scheduling and provide for any additional supports needed for all teachers to participate in Teacher Learning Communities (TLC) in SY 2010-2011.

- a. To facilitate completion of the work indicated below, schools must participate in a data analysis and planning retreat staffed by the Department of Education. Each school will send a data team that includes the principal to one day in September and one day in November, 2009.**

- b. School and district leadership must evaluate the effectiveness of efforts to improve student achievement for those student groups continuing to not meet AYP. This evaluation should cover the period of time since the school did not make AYP for the first time. The review must cover all critical components of the school's system (i.e. professional development, local assessment, curriculum and instruction, educational support, supervision and evaluation, school staffing and governance.)**
- c. Building and central office administration must review the allocation and use of all funds including federal, state, and local funds.**
- d. Based on this evaluation of all relevant data, past actions and use of resources, the school's School Improvement/Action Plan must be updated according to the requirements of §165 (a) (1). The revised plan (the Restructuring Plan) to be implemented no later than SY 2010-2011 must ensure that students in any group not making AYP have the necessary resources and supports to accelerate their achievement.**
- e. A draft report of the plan is due to your School Support Coordinator on February 15, 2010. The final Restructuring Plan that reflects staff and budgeting considerations must be submitted to the School Support Coordinator no later than April 1, 2010.**
- f. High schools must include representation from their regional Technical Center in the review and update of the Restructuring Plan**

2) Teacher Learning Communities (TLC)

- a) Teacher Learning Communities will be included as part of the Restructuring Plan with the goal to include all teaching staff by the 2010-11 school year.**
- b) Time will be included in the teacher-contracted school day once a month for these TLCs to meet for at least an hour.**
- c) All TLCs will be led by staff who have had Formative Assessment Project (FAP) or Critical Friends Training in facilitation. The principal will attend 2 days of the training.**
- d) The School Support Coordinator will be informed by March 1, 2010 which model the school has selected and what the confirmed training dates are.**
- e) The TLCs will review and analyze student performance data, student work, and teaching strategies.**
- f) The school must initiate at least one TLC as a pilot by January 1, 2010.**

3) Supplemental Educational Services

Title I schools must provide Supplemental Educational Services in accordance with Section 1116 of Title I.

4) Principal Learning Community

The principal of the school will attend a Principal Learning Community (PLC) made up of other principals in the region on a monthly or bimonthly basis. These PLCs will provide a venue for principals to talk to each other about successful strategies and challenges related to improving student achievement, specifically:

- Implementation of the Commissioner's Required Actions (data development, gathering and analysis, systems of support, etc.)

- Addressing achievement gaps (Free and Reduced Lunch, Students with Disabilities) that caused AYP identification
- Implementation of federal requirements such as Supplemental Educational Services

5) Aligned Curriculum

Submit a written curriculum to your School Support Coordinator in reading and mathematics at all grade levels that is aligned to the *Grade Expectations*. Documents are due no later than June 30, 2010.

6) Progress Monitoring System

The school must develop a Progress Monitoring System in reading and math to provide information about student achievement to inform instruction, professional development, and educational support systems.

- a. The school will use multiple measures (such as common local assessments) to track student progress with a particular focus on the groups and content areas for which the school is identified.
- b. For schools identified for the Students with Disabilities subgroup, a separate progress monitoring chart indicating progress on IEP goals will be completed and submitted to your School Support Coordinator by February 15, and July 1, 2010.
- c. Grade level or department teams will collect and analyze the data from these measures at least at mid marking period and at the end of each marking period. Your School Support Coordinator will meet with your leadership team in fall 2009 to discuss and help set up the framework for this system.
- d. As a result of the analysis of the data, grade level or department teams will take the following actions to address the issues presented in the data:
 - Identify and provide specific academic supports needed for all students who perform below expectations.
 - Refer all students who meet established criteria to the appropriate services and supports.
 - Monitor student participation in those supports and their effects on student outcomes.
 - Provide evidence of discussions, plans and/or specific steps taken to address needs related to instruction and professional development identified by the data.
- e. The principal will hold all grade level or department teams responsible for completing the actions listed above and provide reflective feedback.
- f. The Progress Monitoring System will continue to be developed as part of the Comprehensive Local Assessment System.

7) Local and State Reports

- a. Each grade level or department team will provide a written report and updated data charts to their principal who will submit them to the School Support Coordinator on February 15, 2010 and on July 1, 2010. **A summary report will be presented to the local school board prior to that submission.** Mid-year and end-of-year reports will contain updated data charts and a narrative with the following information:
 1. What common assessments do you use as a grade level or team to make ongoing instructional decisions?

2. How often does your team review data from the assessments?
 3. What process does your team use to analyze the data?
 4. What actions did your team make as a result of the data analysis for students not meeting expectations?
 5. What supports are available for students at your grade level during the school day and after school?
 6. After reviewing student participation in all available supports, identify students not receiving consistent supports. Share why they did not receive support and what your team will do to ensure support in the future.
 7. What are the primary concerns related to student data in the areas of math and literacy? Identify your team's most pressing concern in math and most pressing concern in literacy. The concerns must be based on data and something over which your team has control.
 8. Considering the two areas of concern identified above, what are all the possible explanations regarding what your team is doing or not doing that might contribute to the concerns?
- b. Schools identified for the students with disabilities subgroup will submit Mid-year and end-of-year reports which include data charts with criteria specified by your School Support Coordinator and a narrative with the following information:
1. A description of how frequently the data were reviewed and by whom
 2. A description of the process the school used to analyze the data
 3. The plans or actions taken as a result of the analysis to include steps related to instruction, professional development and student supports
 4. What are the primary concerns related to student data? Identify your team's two most pressing concerns. The concerns must be based on data and something over which your team has control.
 5. Considering the two areas of concern identified above, what are all the possible explanations regarding what your team is doing or not doing that might contribute to the concerns?
- c. Public reports must not include student names or any personally identifiable information. **Please delete student names from all reports sent to your School Support Coordinator.**

8) Meetings with Tech Centers

All identified high schools must participate in regularly scheduled coordination meetings with the administrators from other high schools and the tech center in their region. The high school will provide evidence/minutes of those meetings to the School Support Coordinator by January 1, 2010 and June 30, 2010.

The above actions meet the requirements of V.S.A. Title 16 section of 165 (b).

Signatures:

Commissioner

Date

I have read and understand the required actions listed above.

Superintendent

Date

Principal

Date

School Board Chair

Date

Adequate Yearly Progress (AYP)* Determination Status Table: 2009-2010 School Year

2009-10 SY <i>AYP Determination Status Table</i> :			
<ul style="list-style-type: none"> ➤ Shows the relationship between the number of years a school does not make AYP and its AYP status ➤ Lists the consequences for all identified schools at each level of identification ➤ Lists the additional consequences for Title I identified schools at each level of identification 			
AYP Decision	Status	Consequences for All Schools	Additional Title I Consequences
1 st time not making AYP	Checkmark school	<ul style="list-style-type: none"> • No formal consequences • May receive technical assistance and/or pass-through funds if capacity/availability permits 	
2 nd consecutive time not making AYP	Year 1 School Improvement	<ul style="list-style-type: none"> • Action/Improvement plan required • Commissioner puts into writing Required Actions for the school: <ol style="list-style-type: none"> a. Principal must participate in a Principal's Learning Community (PLC) and attend an all day summer PLC. b. Staff members fill out the Marzano Survey of School Effectiveness Factors online. Results will be used to drive decisions regarding grant funds and planning for school improvement. c. School identified for students with disabilities (SWD) only will participate in a special education audit rather than the Marzano Survey. d. By June 30, 2010, the school must submit a written curriculum to the Department of Education (Dept.) in reading and math at all grade levels that is aligned with Grade Expectations. e. School must develop a progress monitoring system and report to Dept. and local school board on Feb. 15 and July 1, 2010. f. High schools must participate in regularly scheduled coordination meetings with administrators from 	<ul style="list-style-type: none"> • Must offer Choice if school is in a district with another school of same grade level to which students could transfer without the need for tuition payment

Adequate Yearly Progress (AYP)* Determination Status Table: 2009-2010 School Year

2009-10 SY <i>AYP Determination Status Table</i> : ➤ Shows the relationship between the number of years a school does not make AYP and its AYP status ➤ Lists the consequences for all identified schools at each level of identification ➤ Lists the additional consequences for Title I identified schools at each level of identification			
AYP Decision	Status	Consequences for All Schools	Additional Title I Consequences
		other high schools and the tech center in their region and provide evidence/ minutes of these meetings to the Dept. on Jan. 1 and June 30, 2010. <ul style="list-style-type: none"> • Technical assistance is provided and pass-through or GEAR UP funds are provided (subject to availability). 	
3 rd time not making AYP	Year 2 School Improvement	Same as Year 1 School Improvement <u>except</u>: <ul style="list-style-type: none"> • Staff members do not have to fill out Marzano Survey. • Principal does not have to attend a summer PLC. 	<ul style="list-style-type: none"> • Continue to offer Choice (if applicable) • Must offer Supplemental Educational Services (SES) •
4 th time not making AYP	Year 1 Corrective Action	Same as Year 2 School Improvement <u>plus</u>: <ul style="list-style-type: none"> • School must implement one of a specific set of Corrective Actions required by NCLBA. • By Oct. 1, 2009, school must provide written notification to the Dept. as to which corrective action it has chosen from the list. Notification must be signed by the school board chair and superintendent. • Commissioner recommends to the State Board of Education that the school continue to receive technical assistance or recommends another course of action from a list of more stringent consequences under 165 (a) and (b). 	<ul style="list-style-type: none"> • Continue to offer Choice (if applicable) • Continue to offer SES

Adequate Yearly Progress (AYP)* Determination Status Table: 2009-2010 School Year

2009-10 SY <i>AYP Determination Status Table</i> : ➤ Shows the relationship between the number of years a school does not make AYP and its AYP status ➤ Lists the consequences for all identified schools at each level of identification ➤ Lists the additional consequences for Title I identified schools at each level of identification			
AYP Decision	Status	Consequences for All Schools	Additional Title I Consequences
5 th time not making AYP	Year 2 Corrective Action	Same as Year 1 Corrective Action Except: <ul style="list-style-type: none"> Schools do not have to choose another corrective action from the NCLBA list. Plus: <ul style="list-style-type: none"> School will develop a Restructuring Plan (which will take the place of the School Improvement /Action Plan) to be implemented in school year 2010-2011. <ol style="list-style-type: none"> This plan must result in significant changes in the school's structure and systems necessary to ensure that students in any group not making AYP have the necessary resources and supports to accelerate their achievement. The plan must also ensure necessary changes in scheduling and provide for any additional supports needed for all teachers to participate in Teacher Learning Communities (TLC) in SY 2120-2011. A school data team which includes the principal must participate in 2 days of data analysis and planning staffed by Dept., one in Sept. and one in Nov. 2009. School and district leadership must evaluate the effectiveness of their efforts to improve student achievement for those student groups continuing to not meet AYP. The review must cover all critical components of the school's system. 	<ul style="list-style-type: none"> Continue to offer Choice (if applicable) Continue to offer SES

Adequate Yearly Progress (AYP)* Determination Status Table: 2009-2010 School Year

2009-10 SY <i>AYP Determination Status Table</i> :			
<ul style="list-style-type: none"> ➤ Shows the relationship between the number of years a school does not make AYP and its AYP status ➤ Lists the consequences for all identified schools at each level of identification ➤ Lists the additional consequences for Title I identified schools at each level of identification 			
AYP Decision	Status	Consequences for All Schools	Additional Title I Consequences
		<ul style="list-style-type: none"> e) Building and central office administration must review the allocation and use of all funds including federal, state, and local funds. f) A draft report of the plan is due to the Dept. on February 15, 2010. The final Restructuring Plan must be submitted to the Dept. no later than April 1, 2010. g) High schools must include representation from their regional Technical Center in the review and update of the plan. • Teacher Learning Communities (TLC) will be included in the plan. <ul style="list-style-type: none"> a) Time will be included in the teacher-contracted school day once a month for these TLCs to meet for at least an hour. b) All TLCs will be led by staff who have had Formative Assessment Project (FAP) or Critical Friends Training in facilitation. The principal will attend 2 days of the training. c) By March 1, 2010, the school will inform the Dept. which model of training has been selected and the confirmed dates of the training. d) TLCs will review and analyze student performance data, share student work, and 	

Adequate Yearly Progress (AYP)* Determination Status Table: 2009-2010 School Year

2009-10 SY <i>AYP Determination Status Table</i> :			
<ul style="list-style-type: none"> ➤ Shows the relationship between the number of years a school does not make AYP and its AYP status ➤ Lists the consequences for all identified schools at each level of identification ➤ Lists the additional consequences for Title I identified schools at each level of identification 			
AYP Decision	Status	Consequences for All Schools	Additional Title I Consequences
		share teaching strategies. e) The school must initiate at least one TLC as a pilot by Jan. 1, 2010. f) All staff will be included in a TLC by the 2010-11 school year.	
6 th time not making AYP	Year 3 Corrective Action	Same as Year 2 Corrective Action for: <ul style="list-style-type: none"> • Principal Learning Communities • Aligned curriculum • Progress Monitoring system • Local and state reports • High school meetings with Technical Center • Technical assistance and funding Plus: <ul style="list-style-type: none"> • Restructuring Plan developed in Year 2 Corrective Action must be implemented. <ul style="list-style-type: none"> a) Written reports on progress of plan development prepared by data retreat team will be submitted to the Dept. on Jan. 15 and July 1, 2010. • Teacher Learning Communities (TLCs), each with a trained facilitator, take place at least one hour per month during teacher contracted day. <ul style="list-style-type: none"> a) TLCs will review and analyze student performance data and share teaching strategies. b) School will contract with a Critical Friends or FAP trainer to provide support for facilitators 	<ul style="list-style-type: none"> • Continue to offer Choice (if applicable) • Continue to offer SES

Adequate Yearly Progress (AYP)* Determination Status Table: 2009-2010 School Year

2009-10 SY <i>AYP Determination Status Table</i> :			
<ul style="list-style-type: none"> ➤ Shows the relationship between the number of years a school does not make AYP and its AYP status ➤ Lists the consequences for all identified schools at each level of identification ➤ Lists the additional consequences for Title I identified schools at each level of identification 			
AYP Decision	Status	Consequences for All Schools	Additional Title I Consequences
		<p>of TLCs at least four half days a year.</p> <p>c) All faculty and administration will take part in an online survey in Sept. 2009 to evaluate the PLCs.</p> <p>d) Principal and at least one teacher will attend a training in the fall of 2009 to enable them to review the results of the survey.</p>	
The first time a school makes AYP after they are in 1 st year School Improvement or beyond	School does not advance to the next level of consequence but remains at their current level.		
The second consecutive time a school makes AYP after they are in 1 st year School Improvement or beyond	School exits identification for school improvement.		

* AYP means Adequate Yearly Progress: Vermont's School Accountability System Based on Student Achievement sets annual expectations for student achievement. If a school meets those expectations, it makes Adequate Yearly Progress (AYP) toward the current NCLB goal of all students being proficient by 2014.